

Grade/Course	4/5	Unit	African American History	Lesson Title	Our Children Can Soar
Essential Questions	Can an individual make a difference in history?				
Enduring Understandings	People respond to and resolve conflicts in a variety of ways.				
State Standards	Social Studies 1.B.2. Analyze the importance of civic participation as a citizen of the United States Visual Arts 2.1 Determine ways in which works of art express ideas about self, other people, places, and events a. Analyze selected works of art and describe how different artists express ideas and feelings about human experience				
C3	D.2.Civ.14.3-5 Illustrate historical and contemporary means of changing society D4.1.3-5 Construct arguments using claims and evidence from multiple sources				
Common Core Standards	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Connections	African American History, U.S. History, Visual Arts				
Student Outcomes	Students will read excerpts from primary source documents and secondary sources to gather information about African-American pioneers of change and prepare an argument based on evidence gathered from the documents.				
Summative Assessment	Students will write a letter of support or opposition to an award committee claiming that a notable African American should or should not receive the Presidential Medal of Freedom. Students must support their point of view with reason and information from the texts.				
Materials	For Day 1: <i>Our Children Can Soar</i> by Michelle Cook Mini-Bios (1 bio for each group of students) and Worksheet 1 (1 for each student) Primary/Secondary Source Documents for each of the African Americans listed in the Mini-Bios (1 copy for each group) 1 LP Record (optional) to be used as an artifact for students who have never seen a “record” Copy of picture of Presidential Medal of Freedom (optional) <i>Helpful Hints for Reading a Primary Source Document</i> Worksheet For Day 2: <i>Our Children Can Soar</i> by Michelle Cook Drawing paper, crayons, paint, chalk, drawing pencils or other appropriate art supplies				
Prior Knowledge	Students should have knowledge of life in the United States for African Americans prior to the Civil Rights Act of 1965.				

Lesson Procedure – Day 1

	Teacher Action:	Student Action:	Suggested Modifications
Engagement	<p>Post this definition:</p> <p>The Presidential Medal of Freedom is an award given by the President of the United States and is one of the highest civilian awards of the United States. It recognizes those individuals who have made an outstanding contribution to the security of national interests of the United States. Individuals can be awarded this medal for work in the arts, science, sports, activism, and other areas.</p> <p>Ask the students to give examples of what actions they think would merit getting this award. (Make sure that the students understand that this award is only given to individuals who have made extraordinary contributions to the overall well being of the United States.)</p>	<p>Students will read and discuss this definition indicating that they understand the significance of this award.</p> <p>Students list actions that would qualify a person to be considered for this award.</p>	<p>A picture of the Presidential Medal of Freedom is included in the lesson packet. This can be displayed for students who need a visual representation of the actual medal.</p> <p>Note to Teacher: It might be helpful to name other African Americans who have been awarded the Presidential Medal of Freedom: Colin Powell (military), Clarence M. Mitchell, Jr. (Activism), Sir Sidney Poitier (Film), May Angelou (Literature), Ralph Ellison (Literature), Toni Morrison (Literature), Marian Anderson (Music)</p>

	Teacher Action:	Student Action:	Suggested Modifications
Procedure Steps	<p>Explain to the students that they will read about individuals who were active in improving the status of African Americans in the United States. Based on what they read they will be asked to decide if these individuals should receive the Presidential Medal of Freedom.</p> <p>Read aloud <i>Our Children Can Soar</i> by Michelle Cook. Ask the students to recall the individuals listed in the book and identify their field on the board or chart paper.</p> <p>Divide the class into ten groups. Give each group one copy of a mini-bio for the individuals named in the book. Distribute Worksheet 1 (1 copy per group). Have students work with their group to complete column one of the worksheet. Tell students that they might not be able to answer the questions based on the information in the mini-bio. Move among the students to facilitate the group work.</p> <p>Now distribute the appropriate primary/secondary source document to each group. Direct the students to complete column 2 of the worksheet and then the questions at the bottom of the sheet. Remind students that not all of the information given in either the mini-bios or source documents will help them answer the questions.</p> <p>Once the worksheets have been completed allow time for the groups to report out to the entire class.</p>	<p>Students will read or listen to the teacher read aloud the book <i>Our Children Can Soar</i>. After the reading the students will name the individuals referenced in the book and identify the career field in which they worked.</p> <p>Students will read an assigned mini-bio of one of the named individuals and complete the first column of the worksheet.</p> <p>Students will read a primary/secondary source related to the individual and compare the information gathered from the mini-bios with information found in the primary source. They will then use that information to answer questions about their assigned person.</p>	<p>Use the questions from the worksheet <i>Helpful Hints for Reading a Primary Source Document</i> to guide the exploration of the source documents. It may be necessary for the teacher to model the reading of one of the documents using this resource.</p>

	Teacher Action:	Student Action:	Suggested Modifications
Closure	Have students write a letter to the nomination committee for the Presidential Medal of Freedom. This letter should either support the nomination of the assigned African American or make the case as to why this person should not receive the award. Review the qualifying actions listed in the Engagement portion of this lesson to assist the students when making their recommendations.	Students write a letter either recommending/supporting or arguing against the nomination of an individual for the Presidential Medal of Freedom using information gathered from the mini-bios and primary/secondary sources.	When necessary, model the examination of information in order to make a determination whether to support or argue against a nomination for the Presidential Medal of Freedom.

Lesson Procedure – Day 2 (Optional for Visual Arts Connection)

	Teacher Action:	Student Action:	Suggested Modifications
Engagement	Reread <i>Our Children Can Soar</i> by Michelle Cook. During this reading, ask students to pay close attention to the illustrations on each page. Students should note that the style of painting, colors, etc. differ from page to page. Tell them that each page (individual being highlighted) was designed by a different artist. Allow students to comment on the differences from page to page. List the various techniques mentioned on the board or chart paper.	Students will examine the various styles of illustrations used in the book.	Collaborate with the school's art teacher to identify the various styles used in the illustrations.

	Teacher Action:	Student Action:	Suggested Modifications
Procedure Steps	Assign each student one of the artists used in the book. Have students create their own representation of the African American they studied on Day 1 using the technique of their assigned artist. Each student should write a quote which represents how they feel about the African American and add it to the art work.	Students will create a poster of the individual studied on Day 1 using the style of the artist they have been assigned.	Read the quote attributed to each artist about the African American personality they illustrated. This will provide guidance for the students when they write their own quotes.
Closure	<p>Have students read and discuss their letter while displaying their artwork. They should also reference the artist whose style they copied. Create a bulletin board or hall display posting both pieces of work.</p> <p><i>Note: If you choose to do this activity you will be addressing this Speaking and Listening Common Core Standard.</i></p> <p>CCSS.ELS-Literacy. SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	Students will read and discuss their letters and talk about their artwork while referencing the artist and the style they copied.	As an extension activity, have students create a second artistic rendition of their famous person using their own style of illustration. Display both pieces of artwork.

George Washington Carver (circa 1864-1943)

An accomplished botanist and chemist, George Washington Carver discovered hundreds of uses for the peanut, sweet potato, and soy bean among other plants. Though he was born into slavery, as a free man he went on to graduate college and earn a master's degree, ultimately becoming the director of agricultural research at Tuskegee University under Book T. Washington. Carver was greatly concerned with the plight of Southern farmers and he worked to reinvigorate soil depleted by cotton crops. His scientific research was second only to the contribution he made to society and education, working toward the betterment of African Americans in the post-Civil War era.

Jesse Owens (1913-1980)

One of the most famous Olympians ever, Jesse Owens won four gold medals in track and field at the 1936 Berlin Olympics. Owens began breaking records in junior high school and high school and went on to compete at Ohio State University, where he most notably set three world records and tied a fourth all in one day. Though he was an athletic superstar, Owens had no scholarships and was forced to work menial jobs to pay his way through college and support his family. Owens's triumph at the Olympics was legendary: his four gold medals dramatically discredited Adolph Hitler's racist claims. He demonstrated the feats a person can achieve regardless of race or origin – a message that also resonated at home, since segregation was still the norm in the United States.

Hattie McDaniel (circa 1895-1952)

A gifted radio and film actress, Hattie McDaniel was the first African American to win an Academy award for her portrayal of Mammy in the classic movie *Gone with the Wind* (1939). It was estimated that McDaniel acted in more than 300 films throughout her career, though she received on-screen credit for far fewer. Most of the roles available to a black woman in Hollywood in the 1930's and 1940's were those of a maid or a cook, and McDaniel increasingly came under fire – especially toward the end of her career – for the limited scope of her roles. But there can be no doubt that she set the stage for future minority actors and artists in Hollywood.

Ella Fitzgerald (1917-1996)

Ella Fitzgerald's bright, effortless vocals and singular talent made her one of the greatest jazz singers of all time. After winning a talent competition at Harlem's celebrated Apollo Theater when she was just sixteen, she went on to perform in bands and later as a solo singer. Nicknamed the "First Lady of Song," Ella is especially noted for her development of the vocal technique "scatting." Her numerous hit songs expanded interpretations of classic favorites by composers like Ira and George Gershwin and Cole Porter. Fitzgerald won thirteen Grammy Awards and is one of the best selling recording artists in history.

Jackie Robinson (1919-1972)

Ending years of segregation in U.S. sports, Jackie Robinson was the first African American to play baseball in the major leagues. Robinson was a standout athlete in high school and college, lettering at UCLA not just in baseball but also in football, basketball, and track. After serving in the army during World War II, Robinson went to play baseball in the Negro Leagues. From there, he was recruited to join the Brooklyn Dodgers, where he spent his entire career, breaking racial barriers as quickly as he broke athletic records. Among other awards and achievements, Robinson was the first African American to be inducted into the Baseball Hall of Fame. After he retired from sports, Robinson continued to lobby for racial equality and integration, writing letters to every U.S. president from 1956 until his death in 1972.

Rosa Parks (1913-2005)

Often called "the mother of the modern civil rights movement," Rosa Parks made history in 1955 when she was arrested for refusing to give up her seat on a public bus to a white man. This quiet act of defiance generated the Montgomery bus boycott, which brought Martin Luther King, Jr. to prominence. More broadly, her actions set off a fury of emotion across the country, bringing issues of racial inequality and desegregation firmly into the spotlight. Parks devoted her life to social service and the civil rights movement, never hesitating to speak out. She received numerous awards for her effort, including the Presidential Medal of Freedom and Congress's highest honor, the Congressional Gold Medal.

Ruby Bridges (1954 -)

Proving that even the smallest members of society can make a big difference, Ruby Bridges was only six years old when she helped integrate the New Orleans public school system. In 1960, she became the first African American child to attend an all-white school in the South. Her brave walk to school, surrounded by U.S. marshals, was immortalized by Norman Rockwell in the painting *The Problem We All Live With*. The school's integration caused the community to erupt in protest, and Bridges had to endure daily threats; only one teacher in the school was willing to teach her. As an adult, Bridges created the Ruby Bridges Foundation to promote tolerance through education.

Martin Luther King, Jr. (1929-1968)

Arguably the most prominent of all civil rights activists, Martin Luther King, Jr. started as a Baptist minister but ultimately preached to a global audience. During the 1950's and 1960's he demanded equality for African Americans, organizing peaceful protests and inspiring a nation through his speeches. The most famous was his "I Have a Dream" speech, which he gave to more than 200,000 demonstrators at the March on Washington in 1963. In 1964, King became the youngest recipient of the Nobel Peace Prize; he was awarded the Congressional Medal after his death. King was tragically assassinated in 1968, and his extraordinary contribution to our country is commemorated every January by a national holiday.

Thurgood Marshall (1908-1993)

The first black justice of the U.S. Supreme Court, Thurgood Marshall courageously legislated for equality for African Americans and all minorities, influencing numerous landmark cases. He spent more than twenty years as the lead lawyer for the National Association for the Advancement of Colored People (NAACP). It was in this role in 1954 that he successfully tried the historic *Brown v Board of Education* case, defeating the "separate but equal" doctrine by ending segregation in public schools. President Lyndon B. Johnson appointed Marshall to the Supreme Court in 1967, where he continued to challenge discrimination in all forms.

Barack Obama (1961-)

The first African American elected to the nation's highest office, Barack Obama became the forty-fourth president of the United States on January 20, 2009. Running a campaign that heralded change, Obama energized a young voting population and beat out Republican senator John McCain in the general election. Prior to becoming president, Obama served as a U.S. senator and an Illinois state senator. Obama is also an author, and in law school he became the first African American to serve as president of the Harvard Law Review.

Adapted from the book *Our Children Can Soar*

Worksheet 1

Name of Famous Person _____		
Question	Mini-Bio	Primary or Other Source
1. What contribution did this person make?		
2. What obstacles did this person have to overcome?		
3. Did this person receive recognition?		

Do you think this person should have received the Presidential Medal of Freedom? Explain your answer using evidence from the Mini-Bio and primary/secondary source documents. (Use the back of this sheet to record your answer.)

Primary Source – George Washington Carver (National Archives - <http://research.archives.gov/description/535694>)



Office for Emergency Management
Office of War Information – Domestic Operations Branch 1943

Jesse Owens

This is a link to the official Olympic site. It contains brief written text about Jesse Owens and his accomplishments in the 1936 Olympics. It also contains a short informational video about Jesse Owens as an example of the Olympic spirit.

<http://www.olympic.org/jesse-owens>

Also:

<http://www.olympic.org/content/museum/mosaic/olympians/jesse-owens/>

An interview with Jesse Owens by a German reporter July 26, 1936
(2 min. 48 sec.)

<https://archive.org/details/InterviewWithJesseOwens1936>

Note: Some of this interview is difficult to understand because of the language difference of the German interviewer. However, it is worth playing because of the responses by Jesse Owens. His responses are clearly understood and are powerfully delivered.

Hattie McDaniel (center), Chairman of the Negro Division of the Hollywood Victory Committee, takes time off from rehearsals...to lead a caravan of entertainers and hostesses to Minter Field,...for a vaudeville performance and dance for soldiers stationed there. The young lady to the right of Miss McDaniel is Miss Virginia Paris, noted concert singer.", ca. 1941 - ca. 1945





Actress Hattie McDaniel became the first African American to win an Oscar in 1940 for her role as Manny in the movie “Gone with the Wind”.



NAME: Ella Jane Fitzgerald NICKNAME: “First Lady of Song” or “Lady Ella”

OCCUPATION: Singer

BIRTH DATE: April 25, 1917 Newport News, Virginia

DEATH DATE: June 15, 1996 Beverly Hills, California

DID YOU KNOW? Ella Fitzgerald recorded more than 200 albums throughout her extensive career.

BEST KNOWN FOR: Ella Fitzgerald was an American jazz and song vocalist who interpreted much of the Great American Songbook.

(Adapted from the WEBSITE – Bio.True Story <http://www.biography.com/people/ella-fitzgerald-9296210>)

Letter written by Jackie Robinson to President Kennedy, 1961



Use this link to print a transcribed copy of the letter.

http://www.dhr.history.vt.edu/modules/us/mod08_robinson/pdfs/03.pdf

Rosa Parks arrest records

No.	The City of Montgomery	Recorder's Court
41464		
Rosa Parks		Dec 5 1955
The defendant appeared in open court, in person		
proper person ; the case was heard, and the defendant		
was found guilty and		
fined 10 ⁰⁰ dollars and cost, and in default of		
payment of the fine and costs was sentenced to		
hard labor for the City 14		
days		
Appealed		
I CERTIFY, That the foregoing is a correct transcript from the docket of the cause in the RECORDER'S COURT, which with the original papers in cause, I herewith transmit to your Honorable Court.		
Judge Frank M. Johnson To the Clerk of the Circuit Court M. C.		A. Maper Clerk of Recorder's Court.

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19

Complainant J.F. Blake (wm)

Address 27 No. Lewis St.

Phone No.

Offense Misc.

Reported By Same as above

Address

Phone No.

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Empire Theatre (On Montgomery Street)

Person or Property Attacked

How Attacked

Person Wanted

Value of Property Stolen

Value Recovered

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.

Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-3-55

Complainant J. E. Hays (ar)

Address 22 So. Lewis St.

Office 3141

Reported By Same as above

Date and Time Offense Committed 12-3-55 6:00 pm

Place of Offense On Front of Empire Theater (On Montgomery Street)

Person or Property Attacked

How Attacked

Person Wanted

Value of Property Stolen

Value Recovered

Points of Complaint (not number and give name of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Hays) also saw her.

The bus operator signed a warrant for MRS. Rosa Parks, (ar) 636 Cleveland Street.

Rosa Parks (ar) was stopped with chapter 6 section 13 of the Montgomery City Code.

Warrant #1273

NEW OFFENSE IS DECLARED
EXPUNDED ☐
CLEARED BY WARRANT ☐
EXEMPTIONALLY CLEARED ☐
EXACTLY NEW OFFENSE ☐

Officer J. D. Day
D. W. Hays

Division 3141

Time 7:00 pm
12-3-55

For additional documents and pictures go to this website:

<http://www.bing.com/images/search?q=rosa+parks+arrest+records&id=019DB1C4F0BB7874F37C4544542D11581E56BEF3&FORM=IQRBA#view=detail&id=81EFE4B83FF33F24C92A1A20C0753D103742E4D1&selectedIndex=23>



FILE: U.S.
Marshals with
Young Ruby
Bridges on School
Steps.

Description

William Frantz Elementary School, New Orleans, 1960.
"After a Federal court ordered the desegregation of schools in the South, U.S. Marshals escorted a young Black girl, Ruby Bridges, to school."

Note: Photo appears to show Bridges and the Marshals leaving the school. She was escorted both to and from the school while segregationist protests continued.

Date

1960, c. 14 November or soon thereafter

This is a file from the Wikimedia Commons. http://commons.wikimedia.org/wiki/File:US_Marshals_with_Young_Ruby_Bridges_on_School_Steps.jpg
The image is in the public domain.

Quotes by Dr. Martin Luther King

“In the end, we will remember not the words of our enemies, but the silence of our friends. “

“Our lives begin to end the day we become silent about things that matter.”

“Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars...Hate cannot drive out hate: only love can do that.”

“Let no man pull you low enough to hate him”

“We must learn to live together as brothers or perish together as fools.”

Read and think about these quotes. Circle the words listed below that best describe the kind of person who would make those quotes.

- 1) kind 2) angry 3) problem solver 4) vengeful 5) hateful 6) humanitarian 7) thoughtful
8) intelligent 9) peace loving 10) vicious**

Think about the words that you circled. Do they describe a person who could be eligible to receive the Presidential Medal of Freedom? Use this information to complete Worksheet 1.



Left to right) Lawyers George E.C. Hayes, Thurgood Marshall, and James M. Nabrit, Jr., celebrating outside the U.S. Supreme Court, Washington, D.C., after the court ruled in *Brown v. Board of Education of Topeka* that racial segregation in public schools was unconstitutional, May 17, 1954.

Credit: Associated Press photo. Prints and Photographs Division of the Library of Congress

Thurgood Marshall was an Associate Justice of the United States Supreme Court, serving from October 1967 until October 1991. Marshall was the Court's 96th justice and its first African American justice.

Lived: Jul 2, 1908 - Jan 24, 1993 (age 84)

Children: Thurgood Marshall, Jr.

Previous office: United States Solicitor General (1965 - 1967)

Education: Howard University · Howard University School of Law · Lincoln University · Frederick Douglass High School, Baltimore Maryland

Award: Presidential Medal of Freedom



Senator and Mrs. McCain and Senator and Mrs. Barack Obama
2008 Presidential Debate at Hofstra University

(Excerpt from debate)

OBAMA: Well, first of all, I want to thank Hofstra University and the people of New York for hosting us tonight and it's wonderful to join Senator McCain again, and thank you, Bob. I think everybody understands at this point that we are experiencing the worst financial crisis since the Great Depression. And the financial rescue plan that Senator McCain and I supported is an important first step. And I pushed for some core principles: making sure that taxpayers can get their money back if they're putting money up. Making sure that CEOs are not enriching themselves through this process. And I think that it's going to take some time to work itself out. But what we haven't yet seen is a rescue package for the middle class. Because the fundamentals of the economy were weak even before this latest crisis. So I've proposed four specific things that I think can help. Number one, let's focus on jobs. I want to end the tax breaks for companies that are shipping jobs overseas and provide a tax credit for every company that's creating a job right here in America. Number two, let's help families right away by providing them a tax cut -- a middle-class tax cut for people making less than \$200,000, and let's allow them to access their IRA accounts without penalty if they're experiencing a crisis. Now Senator McCain and I agree with your idea that we've got to help homeowners. That's why we included in the financial package a proposal to get homeowners in a position where they can renegotiate their mortgages. I disagree with Senator McCain in how to do it, because the way Senator McCain has designed his plan, it could be a giveaway to banks if we're buying full price for mortgages that now are worth a lot less. And we don't want to waste taxpayer money. And we've got to get the financial package working much quicker than it has been working. Last point I want to make, though. We've got some long-term challenges in this economy that have to be dealt with. We've got to fix our energy policy that's giving our wealth away. We've got to fix our health care system and we've got to invest in our education system for every young person to be able to learn.

Presidential Medal of Freedom



HELPFUL HINTS FOR READING A PRIMARY SOURCE DOCUMENT		
Historical Reading Skills	Questions (What Should I Be Asking As I Read the Document)	Other Things to Consider
Sourcing <ul style="list-style-type: none"> • Identification • Attribution 	<ul style="list-style-type: none"> • What is the document (text)? • Who created it? • When was it created? 	<ul style="list-style-type: none"> • This is the “first glance” so I am looking for information that is readily found. • Does the title provide me with any information?
Close Reading	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support any claims that are made? • What do the pieces of evidence tell me? • What is the perspective expressed or implied in the document? • Does the text seem credible and why? • 	<ul style="list-style-type: none"> • Not all documents “make claims”. The first two questions are only relevant for those that do. • Credibility refers to the ability to trust the author's account of the truth.
Contextualization	<ul style="list-style-type: none"> • What else was going on at the time this source was created? (historic setting) • How did the historic setting influence the creation of the text? 	<ul style="list-style-type: none"> • Do I know enough about the historic setting to answer this question? • If not, how can I get more information?
Corroboration	<ul style="list-style-type: none"> • Where do the multiple texts agree and disagree? • Which texts are more reliable? • Which are the best texts for answering the compelling question? 	<ul style="list-style-type: none"> • Reliability refers to the ability to trust the consistency of the author's account of the truth.